

## ENTREPRENEURSHIP COMPETENCE FOR SOCIETY AND SCHOOLS IN TIME OF CRISIS. A SYSTEMATIC BIBLIOGRAPHIC REVIEW

### COMPETENCIA DE EMPRENDIMIENTO PARA LA SOCIEDAD Y LAS ESCUELAS EN TIEMPOS DE CRISIS. UNA REVISIÓN BIBLIOGRÁFICA SISTEMÁTICA

Cristina Castellote López  
Presentación A. Caballero García

#### ABSTRACT

Entrepreneurship education plays an essential role in the development of countries. The purpose of this study is to conduct a systematic review of the literature to encourage Spanish education to organize more entrepreneurship proposals in schools that can reinforce the country after the coronavirus crisis. This competence's value lies in its perception as a strategy that engages actions to achieve social advantages. This article summarizes the main aspects offered found in 30 articles that were selected after applying the eligibility criteria and eliminating duplicates. Database searches were conducted in Google Scholar, WOS, SCOPUS, Dialnet and Redalyc. It has offered a clear view in the entrepreneurial competence and a proposal for secondary school students, which aim to generate entrepreneurship competences among them, that improve their employability and their coping in crisis situations derived from health pandemics such as those we have recently experienced due to the coronavirus. The results are discussed by the positive impact of the work of this competence in the society and in the education of the students. In addition, the research offers a reflection on the feasibility of the proposal in the future.

**Key words:** entrepreneurship competence, coronavirus crisis, international education, secondary education, educational change.

#### RESUMEN

La educación empresarial desempeña un papel esencial en el desarrollo de los países. El objetivo de este estudio es realizar una revisión sistemática de la literatura para animar a la educación española a organizar más propuestas de emprendimiento en las escuelas que puedan reforzar el país tras la crisis del coronavirus. El valor de esta competencia radica en su percepción como una estrategia que involucra acciones para lograr ventajas sociales. Este artículo resume los principales aspectos recogidos de 30 artículos que fueron seleccionados tras aplicar criterios de elegibilidad y de eliminación de duplicados. Las búsquedas en las bases de datos se hicieron en Google Scholar, WOS, SCOPUS, Dialnet y Redalyc. Se ofrece una visión clara de la competencia empresarial y una propuesta de intervención para estudiantes de secundaria que tiene como objetivo generar competencias de emprendimiento entre ellos, que mejoren su empleabilidad y su afrontamiento ante situaciones de crisis derivadas de pandemias de salud como las que hemos vivido recientemente por el coronavirus. Los resultados se discuten por el impacto positivo del trabajo de esta competencia en la sociedad y en la educación de los estudiantes. Además, la investigación ofrece una reflexión sobre la viabilidad de la propuesta en el futuro.

**Key words:** competencia empresarial, crisis del coronavirus, educación internacional, educación secundaria, cambio educativo.

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## INTRODUCTION

The arrival of Covid-19, or commonly known as coronavirus disease, has caused a worldwide alarm situation since the outbreak in Wuhan (Hubei Province, China). On December 31, 2019, the WHO (World Health Organization) reported a cluster of 27 cases of pneumonia of unknown etiology, including seven severe cases (WHO initial report of the alert in China) in the East Asian country. In just a few months, its spread has been dizzying, producing a global pandemic situation that to date (December 18th) affects 72.556.942 of the world's citizens and 22.045.354 of Europeans.

In Spain, the data updated up to December 18th, 2020 consists of 1.785.421 confirmed cases, of which 48.777 are deaths (WHO, 2020). This health emergency has paralyzed the country, giving rise to health, social and economic consequences. Therefore, this work is centered on the society involvement through an educational impulse to act facing these consequences. Working on these consequences from an educational perspective will encourage citizens to be more aware of them and to feel the need to intervene. In this way, the work from education would offer an opportunity to Spain after providing human and social resources in the period of de-escalation. "Awareness of responsibility can allow us to develop a more critical and autonomous position for it" (Tortelero, 2004, p. 488).

According to Kirby (2004), the entrepreneurial training offers students benefits in several aspects such as giving more autonomy over their learning process, involve them in problem-solving in real world situation (often through teams' cooperation), motivating students to make decisions with incomplete and uncertain information and provide reference models.

Therefore, the purpose of this work is to take advantage of the aforementioned benefits and to provide information to take action in the expected future crisis, strengthening the country from the educational field. Theories such as the theory of human capital offered by Gary Becker (1975) are based on investment in education to develop the qualifications and skills of humans to obtain a return. In this way, this study will point out the point where educational investment should be made to get the most favorable exit from this crisis.

Specifically, this research relates this educational investment to the entrepreneurial competence worked on in schools. In this way, the information given by other professionals in the educational field will be compiled to carry out an analysis of the current situation and derive a proposal of action that promotes business competition and, consequently, helps to boost the country.

## 1. OBJECTIVES

The general objective is to carry out a systematized bibliographic review that allow to defend the importance of working the entrepreneurship competence as a social and educational impulse from the entrepreneurship competence of education that involve citizens to participate positively in their country in times of crisis and propose a specific intervention for secondary education.

The general objective is specified in the following specific objectives:

- To review the specific domains of the entrepreneurship competence.
- To explore the benefits for the society in times of crisis given by fostering the entrepreneurship competence in schools.
- To inquire in the state of the entrepreneurship competence in the international education.
- To expose the entrepreneurship competence schools' work in each educative stage according to the national educative laws.
- To review the literature on intervention programs for the development of entrepreneurial competence.

- Suggest a concrete intervention proposal for the secondary education program.

## 2. METHODOLOGY

The research carried out corresponds to a qualitative methodology with a critical design that guides a proposal for change. A methodical approach is necessary to carry out the research.

The methods applied in this study are based on the guidelines established by Petticrew & Roberts (2008) for systematic reviews in social sciences and in Campbell Collaboration (Hernández Barrios & Camargo Uribe, 2017): search, refinement and application of inclusion criteria and systematization of information.

Firstly, it was demanding to search for articles that could potentially aid us in achieving the purposes selected in this investigation. For this reason, the search engines used correspond to the common ones as Google to get information from webpages through internet. Furthermore, the academic sources were used to connect with the academic literature Google Scholar, WOS, SCOPUS, Dialnet and Redalyc.

Keywords such as "entrepreneurial competence", "secondary education", "benefits of entrepreneurship", "education system by competences" were identified and construed into conventional search strings. Furthermore, the two languages used to widen the research of the articles need to be mentioned: English and Spanish. As a result, 36 articles were obtained.

A variety of articles were found after using the mentioned filters. For that reason, the materials were chosen attending to exclusion and inclusion criteria. Through skimming the articles, the investigation selected according: year of publication, selecting the most recent ones; specialized journals, related to the educational field as for example Bordón; title of the article; type of study: choosing just official publications; and abstract information. After this process, the report avoided elements which repeat arguments already mentioned or which were not sufficiently connected. It was done through a classification that was made according to the headlines of the investigation. Thirty articles were read in more detail to carry out the information analysis and the extrapolation of the results. This process was meant to create a deeper summary of the articles. It aimed to transmit a clear vision about the entrepreneurial competence and the strong impact it could cause in a community. The result leads the article until a proposal intervention made for secondary education.

## 3. RESULTS

### 3.1. CONCEPT OF ENTREPRENEURIAL COMPETENCE

The word entrepreneur is a word that comes from the French language meaning pioneer. Having a pioneering character makes it easier for a person to connect with his or her entrepreneurial nature. Schumpeter (1947) points out that an entrepreneur is the one who does new things or does things that are already being done in a new way.

Gartner (1989) reflected on one question, who is an entrepreneur? He concluded that an entrepreneur is a person who focusses on the traits and personality characteristics of entrepreneurs. It is undeniable that there are several personal traits that build an entrepreneur. However, Sánchez (2009) encompasses them in four personality features. The first one is the locus of control and it is the relation linked between beliefs in the actions and the results obtained. The second one, self-efficacy, refers to the conviction that one can effectively organize and develop action to achieve the required aims (Bandura, 1997). The third feature is risk propensity,

which promotes the willingness and the tendency to take risks. The last item corresponds to a proactive personality that is related to the tendency to work in actions that alter the surrounding environment.

The entrepreneurship concept is extensive and complex; for that reason, to nuance its definition has been complicated to be put into words by all those that delve into the field of study. The characteristics mentioned above help authors as Zabala & Arnau (2014) to explain entrepreneurial competence. They describe it as "the ability to solve problems in any situation and, especially, when it is a question of new or different situations from those already known, and in diverse contexts of action" (p. 9).

### **3.2 BENEFITS OF DEVELOPING ENTREPRENEURSHIP COMPETENCE FOR SOCIETY AND SCHOOL IN TIME OF CRISIS**

Doshe & Walter (2013) asserts that the existence of entrepreneurship education can indicate the desire for entrepreneurship and, therefore, raise students' awareness about the world around them. Regarding the consequences that we must face after the coronavirus crisis, it seems excellent opportunity to create an entrepreneurship culture able to face real situations as this actual crisis. Thus, "educational institutions should not remain passive and should adapt to the new demands of the 21st century by responding to changes" (Paños Castro, 2017, p.44). Acting to combat those possible changes in a positive way could lead a country to obtain plenty of benefits for society and school, which are going to be explained in the following paragraphs.

One of the biggest social benefits that entrepreneurship gives is the citizens' implication into the economic field. The countries are developed differently, attending to their economic resources to invest in different areas. It is remarkable how "the high economic growth arises when the number of entrepreneurs increases" (Minniti, 2012, p.25). Accordingly, it begins with an idea of a "virtuous circle" which fosters the entrepreneurship activities to hook with the economic growth building up to bigger entrepreneurship. The circle never ends, and it only gets bigger and more powerful. This circle claims to be encouraged since the early years to increase and provide more opportunities to a country.

Another social benefit of entrepreneurial competence is the injection of new stimuli for the labor pool. This competence tends to encourage citizens to take part in societies, building some projects which will need people to spearhead them. In consequence, the employment and self-employment fight over unemployment. It means the entrepreneurial activity produces a positive effect despite being slow (Thurik, Carre, Van Stel & Audretsch, 2008).

In the educative field it is possible to concretize some benefits from the development of the entrepreneur competence cause on the students. It helps students to connect with learnings as "how to put ideas into action to follow a project to get a result or development of skills or abilities entrepreneurship" (Nuñez-Canal, 2017, p. 141).

Besides, another benefit of the entrepreneur competence is the global vision in the student's development. Authors as Martin, McNally & Kay (2013) and Bae, Qian, Miao & Fiet (2014), concluded that the propensity and intentionality of the students toward the enterprise. Working in new projects comes from the idea of understanding the world as a network of fields, as a transversal world. In consequence, introduce the changes needed can push an education towards the enterprise (Nuñez-Canal, 2013).

Although the development of entrepreneurial competence has been improved, it is still not enough, as greater recognition is lacking, especially in areas of the entrepreneurship's social part (Alemany, Álvarez, Planellas & Urbano, 2011). Consequently, it is the education which has the

central responsibility in identifying entrepreneurs and promotes their skills development (Krauss, 2011).

### 3.3 ENTREPRENEURIAL COMPETENCE IN THE INTERNATIONAL EDUCATION

In 2000, Europe was seeking closer cooperation from its Member States in the field of education. In consequence, after the European Council in 2001, the key competence arose Europe defines since this moment the Key Competences as a package of knowledge, skills, and attitudes which "should act as the basis for further learning as part of lifelong learning" (European Commission, 2004, p.6). The European Reference Framework (2006) sets out eight key competences: 1. Communication in the mother tongue, 2. Communication in foreign languages, 3. Mathematical competence and basic competences in science and technology, 4. Digital competence, 5. Learning to learn, 6. Social and civic competences, 7. Sense of initiative and entrepreneurship and 8. Cultural awareness and expression.

From these key competences, this investigation is focusing on and exploring the seventh competence. The entrepreneurship is a competence that is nowadays commonplace the European education systems, and it is understood as (European Reference Framework, 2006):

The ability of the person to transform ideas into actions. It is related to creativity, innovation and risk-taking, as well as the ability to plan and manage projects to achieve objectives. This competence supports all people, not only in everyday life, at home and in society, but also in the workplace, by being aware of the context in which their work takes place and being able to take advantage of opportunities and is the foundation for other more specific skills and knowledge required by people who establish or contribute to a social or commercial activity. This should include awareness of ethical values and promote good governance (p. 11).

As the definition refers to a wide vision of personal development in all areas of life and society instead of being concretized in economic aspects, it is evident to establish a relation between entrepreneur competence and education. Authors such as Manso & Thoilliez (2015) point out the development of entrepreneurial activities in schools that foster the individual dimension through the competences rather than the socio-economic approach.

According to what school should focus on when entrepreneurial competence must be taught though in school, it is required to count on an effective method to explain it. The entrepreneurship is considered a process; "a process of identifying an opportunity, understanding resource requirements, acquiring resources, planning, and implementing" (Neck & Greene 2011, p. 61). Following this train of thought where this competence is viewed as a process, the European Commission (2016) gives the conceptual model. This model encompasses three competence areas that build the entrepreneurship. The first area is called 'Ideas and opportunities'. It refers to sub-competences as supporting opportunities, creativity, vision, valuing ideas and ethical and sustainable thinking. The second area is 'Resources' and encompasses self-awareness and self-efficacy, motivation and perseverance, mobilizing resources, financial and economic literacy and mobilizing others. The last area named 'Into action' that includes taking the initiative, planning and management, coping with uncertainty, ambiguity and risk, working with others and learning through experience (European Commission, 2016).

The model should be adapted depending on each country and the educative program where it is going to be taught. For the European Commission (2010), experiential learning makes a difference in education, where the teacher acts as a moderator or coach guiding students through the learning process to Combining practical components and learning through local or real environments will result in the fostering of entrepreneurial competence. To conclude, the international perspective about entrepreneurship education believes in the empowerment of people to contribute positively to remove this society through more active citizenship.

Therefore, to solve the question whether our graduates are successful or not, it seems relevant to

focus on their competencies and behaviors which lead them. (Killingberg, Kubberod & Blenker, 2020). Following this premise, the IB educational model focuses its attention on the development of skills and, particularly, entrepreneurial competence. The principle of IB education is through experimentation and inquiry, where the learner is expected to make sense of the world around him and construct meanings as a lifelong learner (Villamarín, 2020). Carrying out this entrepreneurial approach has led to the creation of the Primary Years Programme, Middle Years Programme, International Baccalaureate and, as part of all of them: the CAS activities (International Baccalaureate, 2020). These activities are composed of three strands: creativity, activity, and service. This last aspect refers to an unpaid and voluntary exchange that has a learning benefit for the student. Implicitly achieved is the entrepreneurial competence. The proposal described in this article to work on entrepreneurial competence as a collaboration with the society is based on these CAS activities used in the IB international education.

### 3.4 ENTREPRENEURIAL COMPETENCE IN THE SPANISH EDUCATIONAL SYSTEM

In Spain, the first time that the concept of entrepreneur competence took part in the educative law was in the Organic Law 10/2002, of December 23, de Calidad de la Educación (LOCE, 2002). This law maintains that one of the educative requirements for the new century is to promote "The ability of pupils to have confidence in their own abilities and knowledge, developing the basic values and principles of creativity, personal initiative and entrepreneurship" (p. 45192).

Even though the law never applied to Spanish education, the concept of entrepreneurship came out. It was established four years later when the Organic Law 2/2006, of May 3, de Educación (LOE, 2006) came out. It mentioned this concept again as one of the aims of this educative law. It concretely highlights "The development of a students' ability to regulate their own learning, to rely on their skills and knowledge, and to develop creativity, personal initiative and entrepreneurship" (p.15). LOE law is enacted in the preschool education today.

It is the Organic Law 8/2013, of December 9, for the improvement of educational quality (LOMCE, 2013) which organizes the actual Primary and contains a study area for the higher years, which is called "Creativity and entrepreneurship" which encourages students to promote changes in their surrounding area. Besides, the LOMCE law references the entrepreneur competence as "Develop habits of individual and teamwork, effort and responsibility in study, as well as attitudes of self- confidence, critical sense, personal initiative, curiosity, interest and creativity in learning, and entrepreneurial spirit" (p.15).

Secondary and Baccalaureate education follows the Royal Decree 1105/2014 of December 26 which also highlights entrepreneurial competence. It is considered the "Sense of initiative and entrepreneurial spirit competence" (p.172) as a transversal element where "The curricula of Obligatory Secondary Education and Baccalaureate will incorporate curricular elements oriented to the development and strengthening of the entrepreneurial spirit, to the acquisition of competencies for the creation" (p.174).

Although these mentioned laws are the ones that are enacted in Spanish education nowadays, the arrival of a new law (LOMLOE, 2020) must be mentioned. Although it is still only a draft. At the present, it is a project, the new law project. It does not show all the details about all the areas. However, the entrepreneur competence seems to be included in the LOMLOE:

"The education for sustainable development and global citizenship must be included in the educational plans and programs of all compulsory education, incorporating the knowledge, skills, values and attitudes needed by all people to live a successful life, make informed decisions and take an active role" (p.5).

Despite of the efforts that schools are making to foster the entrepreneurial competence, it is necessary to count those with a strong curriculum which is the best for its development. McCoshan (2010) detailed this idea: "although it is possible to develop entrepreneurship education from the 'bottom up,' only governments can bring about the required step-change in the spread and quality of entrepreneurship education, and a paradigm shift in education systems" (p. 18).

### **3.5 REVIEW OF EDUCATIONAL INTERVENTION PROPOSALS FOR THE DEVELOPMENT OF ENTREPRENEURIAL APPEARANCE IN THE SCHOOL**

While seeking to improve the entrepreneurial competence through education, plenty proposals have been made. Each project lays its focus in concrete area which allows us to understand the extent if this competence. The proposal giving by Camacho, Parrado & Ariza (2009) offers a vision for rural development. Their objective is to create groups of people located in a territory who develop innovative processes in some relevant aspects to their context or productive problems. Those groups, called rural entrepreneurs' nucleus, are promoted to the community themselves where it is clear they show an interest in participating. Because of its character based on community involvement, the business competence base needs to be developed over the years.

Another proposal which this investigation considers relevant is the one given by Caballero-García, Guillén-Tortajada & Jiménez-Martínez (2017a, 2017b). The proposal-model would have as a general objective to generate an entrepreneurial culture in the school and in each educational stage involving the family. This model uses an active methodology to persuade the dynamic of research-action, with processes of observation, reflection, design, implementation, and revision-improvement.

Concretely, one last proposal made for the young users of the Workshop School and Trade House programs in Andalucía, Spain, inspired the project of this study. Their aim was about to introduce teenagers who hadn't graduated into the entrepreneurial competence offering them new alternatives to progress in their lives. The objective wasn't to develop an economic resource or to create a company that runs itself. The proposal focusses their attention on characteristic as code of ethics, time management, autonomy, organization and planning and positive attitude (Martínez-Rodríguez, 2009).

### **3.6 PROPOSED INTERVENTION FOR THE SECONDARY EDUCATION PROGRAM**

After all the literature explored in the previous sections, it is remarkable to say that "the concept of entrepreneurship and the benefits it represents for the progress and development of every community" (Arnaiz 2015, p.20). According to this idea, this investigation based its proposal on the positive impact remove this the youngest generation could offer society in the aftermath of the coronavirus crisis.

Looking at the European countries from which our country, Spain, can learn, one discovers a Swedish technique that was the inspiration to give this national approach. In Sweden, a strategy for entrepreneurship education was developed through collaboration with the public sector. With the collaboration of this sector in stakeholders' projects the lower level of interest was increasing producing positive effects for the community (European Commission, 2010).

The result of adding the public sector with the required competence sense of initiative and entrepreneurship in secondary education gave, as a result, the secondary community project. This project will be mandatory for schools that accept getting involved in the public sector. The public educative service will publish at the list of needs that should be covered to improve our society at the beginning of each academic year of needs that should be covered to improve our society. Last



year secondary students should take part in one project by groups of interest. They will be advised and guided by their teachers. Morales, Narváez & Morales (2012) supported this idea as they valued the investigation in high school by abolishing lectures and betting on collaborative and cooperative tasks.

The year community project will work on the entrepreneurial culture. The instructional process that needs to be followed is the constructive one focused on the process where students reflect on each step they take. Besides, it will count towards a productive learning process that attends to create a technical plan encompassed with objectives to achieve the established goals. Both the constructive instructional process and the productive learning process will be established in active and cooperative educational settings (Buey & Palacio, 2012).

The purpose of this project will be dual as it will attend to the community deficiencies after the crisis and reinforce the entrepreneurship's competence and further personal skills. To specify them, the first achievement will be the positive impact that students will emerge in some sectors that will need more need in our society (education, collecting money for associations, working as transmitters of information through social media...). The second aim is related to the competences achieved by students as they provide and develop their first real entrepreneurship project carried by themselves and just targeted by their teachers. Most learnings will be related with entrepreneurship specific competences which are attending to Martínez-Rodríguez (2009): positive mental attitude; ability to overcome difficulties; ethical values; ease of social relations; communication skills; initiative; leadership; organization and delegation; planning; tenacity; decision making; vision of the future, etc.

Authors as Neck and Greene (2011) believe in the thought that the education system needs to be reformulated and give more opportunities for the action and practice. For this reason, this proposal encompassed real training, which fosters the entrepreneur competence in the secondary school students persuading a positive intervention in the situation after the pandemic situation in 2020.

#### 4. DISCUSSION

Given the scope of the main topic, the entrepreneurial competence, this investigation tried to provide a comprehensive review of the literature. Plenty of educative articles related to fostering this competence in schools or explaining its benefits helped widen the vision about the value of entrepreneurship. Authors as Becker (1975), Minniti (2012), Thurik (2008) or Schumpeter (1947), considered their entrepreneurial competence vision in the implication for economic growth. Opposing their views, Caballero-García, Jiménez-Martínez & Guillén-Tortajada (2019), González-Peralta (2017), or Manso & Thoillez (2015) consider it as a drive to develop awareness and the implication in society. The existence of this dual understanding of the entrepreneurial competence gave value to the investigation.

The purpose of associated entrepreneurship with the consequences after a health crisis, which still latten, made some difficulties arise in the researching process. There are no articles written yet about the causes that a health pandemic can create. For this reason, this investigation was based on the real data by the WHO (2020) until the last day to concretize the consequences. The data showed economic issues that will affect some sectors in which the proposal offered to secondary school students can take part to help. The authors mentioned above with the economic vision above the entrepreneurial competence contributed this project to be aware of the importance of collaborating as citizens in the creation of wealth for the country, regardless of the type of wealth.

Even if the data collected during the coronavirus can't show the exact consequences yet, it

highlights the detrimental impact in the most deprived population without resources to implement distance learning and buy food or clothes. This article considers those consequences as the relevant topics were secondary school students could take part. Thus, it is based on the theories proclaimed by authors who have less economic vision and more social-educative vision.

After the research, this article gives a clearer light on entrepreneurial competence at a global level, Europe's vision and work with it in schools, opened new paths to steer the proposal into something original thanks to addressing the entrepreneurial competence through this dual (economic and social-educative) perspective.

To conclude this section, it needs to be highlighted that educative articles enriched the project because it brought information about their definition, benefits, curricula, and global vision. However, those which do not have a direct link with the educational field are related to related areas. For example, economic articles helped show the benefits for the society in the far future and even to differentiate between entrepreneur and entrepreneurial competence. Working with materials which were not linearly connected to education allowed us to nuance the proposal's value despite provoking a positive social intervention.

## 5. CONCLUSION

For the realization of this article, the review set their objectives in advance. The general goal is to consider the importance of working the entrepreneurial competence as a social and educational impulse to prompt citizens to be actively involved in their society. The objective was covered through an extensive academic literature review, which achieves the specific objectives divided into specific sections through the investigation. In the part of its concept, it is nuance what is the global meaning of it until arriving at the second section, which shades the benefits that it gives concreting in the educative and social field. These two sections complete the first specific objectives. The third aspect studied, explained the global vision and how Europe fosters competence through their countries until they arrive at the last heading, which focuses on the Spanish system. All the articles explored to write those paragraphs offered a solid base of the correlation between entrepreneurial competence and the community which achieved the specific objectives set. Providing a secondary student project that connects the consequences of this crisis with their entrepreneurial competence development has offered a solution to reach the last goal planned. Besides, the proposal covers the other specific objective of being completely applicable in schools to encourage students to improve their entrepreneurial competence.

To conclude, this investigation tries to achieve an argument expressed by other professionals as Caballero-García, et al. (2019) who evidence “concrete actions in the education system will be linked to (...) their daily lives, with the aim of ensuring that young people acquire this competence in a coherent and progressive manner” (p.105).

## 6. LIMITATIONS, EDUCATIONAL IMPLICATIONS AND PROSPECTIVE

Through the article, we shed a light of the benefits of this competence for the participants in the proposal. The main objective of it is based on fostering the students' entrepreneurial competence involving the real word and advocating for a change into positive social development.

The proposal has implications which affect mainly the students who are enrolled in the last year of secondary education. Thanks to the proposal, students will encompass characteristics for their lifelong learning. On the one hand, they will gain professional knowledge about entrepreneurship, which will help them through their future life and further projects. On the other hand, they will acquire a multitude of skills that prepare them to be aware of each situation with the ability to

react and act.

Not only the implications of this project will be seen in a student's evolution. The community and society could be nurtured in the same way. Each group of students will designate their academic year to work on a particular topic to encourage it and contribute to its improvement. For this reason, the different needed fields of our society could be assisted.

The limitation found during the paperwork was related to the concrete consequences. As the entire research branch is focusing on a real situation that is happening on a date, it is not possible to establish the fields concretely, which will be the best option for students to develop a project on. This article is satisfied with the information recollected and the way to summarize it for further stakeholders. In the same way, the research strongly believes in the proposal as a possible manner to reinforce Spain after the pandemic. Future studies that could give a prospective to this investigation will be a case study where the proposal can be evaluated according to its effectiveness. The recommendation of this article is to introduce the proposal in one or a few schools and recollect data from the process to be analyzed after.

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## SOBRE LAS AUTORAS

### *Cristina Castellote*

Profesora de primaria e Infantil con Inglés, Pedagogía Terapéutica y DECA. Máster en Educación Internacional y Bilingüismo. Universidad Camilo José Cela Madrid

**Contact information:** [castellote.lopez@gmail.com](mailto:castellote.lopez@gmail.com)

### *Presentación A. Caballero*

Doctora en Filosofía y Ciencias de la Educación (Pedagogía) por la Universidad de Murcia y Máster en Orientación Familiar por la Universidad Pontificia de Salamanca. En su actividad profesional cuenta con 30 años de experiencia profesional docente e investigadora en métodos de investigación e innovación educativa, ansiedad evaluativa y rendimiento, nuevas tecnologías aplicadas al aula, personalidad antisocial como sujeto de alto riesgo, trabajo cooperativo, aprendizaje social y emocional, errores en libros de texto de matemáticas, rendimiento matemático, AICLE y aprendizaje de ELE, pedagogía positiva, participación familiar y emprendimiento, indagación como metodología didáctica, entre otras. En la actualidad, es directora de calidad y profesora de la Facultad de Educación de la Universidad Camilo José Cela de Madrid. Orcid: <https://orcid.org/0000-0002-8436-7429>

**Contact information:** [pcaballero@ucjc.edu](mailto:pcaballero@ucjc.edu)